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ABSTRACT

This teaching unit is composed of six parts: (1) a content outline, (2) unit goals, (3) objectives, (4) activities, (5) evaluation procedures, and (6) an annotated bibliography. The content of this unit focuses on the personal attributes, education, interests and skills which go into choosing an occupation; the types of occupations; education and training opportunities; goal setting; and qualities of a good worker. Unit knowledge goals address this content. Skill goals focus on helping students learn to ask open-ended questions, set and revise goals, and develop good library skills. Affective goals deal with developing an appreciation for the importance of education, showing an appreciation for the freedom of choice, showing a belief that the qualities of a good worker also help make a good student and citizen, and showing a belief that one has the potential to achieve what one wants out of life. Activities which initiate the unit have the teacher dress and role play six different occupations which represent different categories of workers, including a construction worker, a laboratory scientist, an artist, a teacher, a business executive, and a secretary. Other unit activities include using microcomputer software to identify career interests, introducing trade and reference books to support independent research, playing Monopoly, viewing film strips, interviewing school district personnel, reading to the class, playing "What's My Line?" and role playing selected occupations. Evaluation procedures are closely matched to objectives and include a teacher-made objective test. The appended 27-item annotated bibliography contains a variety of print resources for student use. (JDH)

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OCCUPATIONS

A Unit Designed for Grades 4 and 5

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Georganne Pugh

April, 1986

Unit Outline

I. Choosing An Occupation
   A. Personal Attributes
   B. Education and Skills
   C. Interests

II. Types of Occupations
   A. Manual Labor
   B. Investigative
   C. Artistic
   D. Social
   E. Sales
   F. Office Work

III. Education And Training
   A. Trade Schools
   B. Armed Forces Training
   C. Colleges and Universities
   D. Technical Institutes
   E. Correspondence Schools

IV. Goal Setting
   A. Decide That Something Needs To Be Accomplished
   B. Break It Into Steps
   C. Set A Time Limit
   D. Reevaluate and Adjust

V. Qualities Of A Good Worker
   A. Self-starting
   B. Dependable
   C. Punctual
   D. Finishes Projects
   E. Gets Along Well With Others
   F. Practices Good Health Habits

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I. UNIT TOPIC

Occupations

II. UNIT GOALS

A. Knowledge Goals

1. Students will learn about occupations.

2. Students will learn about personal attributes necessary for success in chosen occupations.

3. Students will learn about the types of education and training available to them.

4. Students will learn that in America, occupation is a matter of personal choice.

5. Students will learn the qualities which make a good worker.

B. Skill Goals

1. Students will learn to ask open-ended questions.

2. Students will learn to set goals and revise them.

3. Students will demonstrate proper use of a card catalogue and reference materials.

C. Affective Goals

1. Students will show appreciation of the importance of education.

2. Students will show appreciation of freedom of choice in America when choosing occupations.

3. Students will show belief that the qualities which make a good worker also make a good student and a good citizen.

4. Students will show a belief that s/he has the potiential to achieve what s/he wants out of life.

III. UNIT OBJECTIVES

KG2 A. After learning about occupations, students will be able to match personal attributes with occupational areas.

SG3 B. Students will demonstrate ability to use the library to to research.

SG1 C. Students will be able to write open-ended questions. pertaining to occupations, which they will use to conduct interviews and write letters.

KG1 KG2 KG3 D. Given an occupation, students will be able to name a personal attribute and level of education for that occupation.

SG3 E. Students will be able to set short and long term personal goals and be able to revise them.

KG5 F. Students will be able to name qualities of a good worker.

SG2 G. Students will interview someone about their occupation using open-ended questions.

KG1 H. After studying this unit, students will be able to name a variety of occupations.

AG2 I. Students will state that one advantage of choosing an occupation in America is freedom of choice.

SG1 KG1 SG2 J. Students will give an oral presentation on an occupation having gained information through reasearch, interviews, and letters written.

AG3 K. On a quiz at the end of the unit, students will list three qualities which are common to the responsible worker and the responsible student.

AG1 L. Students will state the advantages education gives to their lives.

KG4 M. Students will state that in America, occupation is a matter of personal choice.

KG3 N. On a quiz at the end of the unit, students will be able to name types of education available to them.

AG4 O. In class discussions, students will state their determination to accomplish their life goals.

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INITIATING ACITVITIES

(AHD) 1. On the first day of unit study, the teacher will dress as a construction worker, and have some tools of the construction worker and auto mechanic nearby. The teacher will tell the class that "manual labor" is a title that people use to classify the type of jobs where people work with their hands. Some types of manual labor are running machinery, building houses or construction work, auto mechanics, professional painters. People who do these sorts of jobs have personal preferences in the way they work, or personality traits which suits them to do a certain type of job. These are called personal attributes. Some personal attributes of manual laborers are that they enjoy working with machines or materials more than they like working with people, they have a lot of physical strength, and like to use it in their work, they have physical coordination. Their job rewards them in that they can see what they work on take shape. Manual workers require occupational training, apprenticeships, or on the job training.

On the second day of unit study, the teacher will dress in a laboratory jacket, and if possible, stand next to a computer. The teacher will tell the class that another catagory for classifying jobs is investivative. Investigate means to look into or research. People who have investigative jobs like to solve problems or puzzles. For example, computer programmers have investigative type jobs. They spend their time at work deciding the best way to make a computer do the kind of work he requires. Some other investigative jobs are inventors, and scientists who are trying to find a cure for diseases. Remind students of the scientist in the popular movie, "Back to the Future". He was investigating time travel. The personal attributes of investigative workers are that they like to gain information, they like to work alone, they enjoy solving problems, they do not like rules, and they do not like repetition. The reward they get from their type of work is that they have freedom to try new ways of doing things. Most of these types of jobs require college education, and even higher levels of study, according to the specific background needed.

On the third day of unit study, the teacher will dress as an artist with an easel and palet. The teacher will tell the students that another classification for occupations is called artistic. Artistic jobs include painting pictures, taking photographs for magazines, writing plays or books, playing a musical instrument, or designing new fabrics. People who have artistic jobs have the personal attributes of being emotional, imaginative, original, expressive, and they like to take risks, even if chances of failure are high. They also like to work alone. The reward in doing artistic kinds of work is that these people have an opportunity to express themselves in a unique way. They can be creative and innovative. People who do this type of work sometimes need no training at all, but most require years

and years of study and practice.

On the fourth day of the unit, the teacher will dress as a teacher. S/he may ask the students to guess what type of occupation she is dressed for today. The teacher will explain that another classification for occupations is called "social". This means that people who work in these types of jobs work closely with people, and like to help others. Some types of "Social" jobs are ministers, psychologists, doctors, nurses, vocational councelors, or speech therapists. Personal attributes for people in "social" occupations are that they are generous, responsible, cooperative, friendly, understanding, and concerned with others. The most important reward they get from their jobs are that they have many opportunities to have close personal relationships. Most of these jobs require a college education.

The fifth day of unit study, the teacher will dress in a business suit, carry a briefcase, and have an armful of pamphlets. The teacher will tell the students that today they will discuss the classification of occupation called "sales" or "persuasion". People in this type of occupation try to persuade people to think the way that person wants them to. People in sales occupations not only sell products, but also convince people to vote for a certain political candidate, or give money to a certain charity or institution. Their personal attributes are that they are adventuresome, energetic, self confident, they like to talk, and they speak very effectively. The thing they like most about their job is that they make things happen, and they are where the action is. Some people can be successful at these types of jobs without higher education, but experience is most important.

On the sixth day of study, the teacher will have the school secretary in the classroom. The teacher will preplan with the secretary to say that the last classification for jobs that we will study is often called "office work". Secretaries are not the only people who do office work; some others are bank tellers, accountants, bookkeepers, and receptionists. Personal attributes for people who do office work are that they like to know what the rules are, and follow them. They are efficient, orderly, calm, and practical. Office workers prepare records, type and file, organize, and operate business machines. They derive reward from the fact that they can see that by their efforts, things run smoothly, even though other people don't always see that they have made it that way. Most of these jobs require occupational training.

The teacher will stress that these occupational divisions often overlap. For example, an engineer does much investigative work, however some of the work s/he does is office work. An artist spends most of his/her time creating, but also has to spend time promoting, or selling his/her work.

The teacher should also stress that the level of education needed for occupations vary greatly within the job catagories, and specific occupations need to be investigated to find out

about the education required.

These activities will take only a portion of the time allotted each day for unit study, and the following activities can take place on the same days.

(AHD) 2. The class will take a field trip to IV Tech, where the guidance director will give the students a TEDS Occupational Search, so that students will be able to get an idea of their personal attributes, and which occupations fit those attributes, and the education required for that occupation. The students will fill out a form which gives examples of activities, and asked to choose a preference. The occupational inventories will then be run through a computer and the students will be given immediate feedback as to their personal attributes and suggestions for occupations.Students will be told that this occupational search is only a guide, and need not be the occupation they choose as adults.

(AC) 3. At the end of the TEDS assessment, there will be addresses to which the students will write in order to gain information on the occupation which fit their personal attributes. Students will be given a lesson on writing formal letters, and then directed to write at least two letters asking for information on an occupation to the addresses given. If the students receive replies to these letters in time, they can use the information for their role playing activity.

DEVELOPING ACTIVITIES:

(AD) 1. Students will be reminded of the teacher's role playing activities at the beginning of the unit. Students will use their research to plan an oral report. This report will include information on personal attributes required for this occupation, and education or training needed for this occupation. The students must show at least three library resources for this report, name a person interviewed for information, and hand in a manuscript for the report. They must also be prepared to answer questions from the class on their topic.

(AHD) 2. The Aquarius Software Work Series will be used in the classroom computer center. This software takes students through a process of selecting personal attributes and education and matches those with occupations.

(C) 3. Students will be given a lesson on asking open-ended questions. Then students will form small groups and develop lists of good questions to ask people whom they will interview about their occupations. They will be required to interview one person for their role playing activity.

(B) 4. Students will be introduced to reference books,e.g., Roget's Thesaurus, Occupational Outlook Handbook, Dictionary of

Occupational Titles, and taught how to use them. They will learn about Card Catalogue. Then, they will be given time in the library to research occupations.

(E) 5. The students will play the game Monopoly for 30 minutes. After the students have grasped the game, ask students what happens if the player does not know the rules. Show students how they win the game if they have a plan. Show them how even if their plan does not work out, they can revise their plan and still win the game. Point out to the students that in life everyone can be a winner if they have a plan, make goals, and keep revising them.

Students will be shown a filmstrip, "Mission Possible: How to Get What You Want Out of Life." This are shown how to set goals, how to reach goals, and how to avoid discouragement when their goals are not realized immediately.

Students will be shown the importance of revision of goals. This will be accomplished by handing out 3X5 cards and asking the students to write a goal that they wish to achieve by the end of the school year. Then, on another card, they will write a goal for this week which will help them accomplish the long-term goal. On another card, they will write a goal for the day which will help them accomplish their goal for the week. Each day, the 3X5 card goals will be reviewed and updated.

(INKL) 6. The Superintendent of Schools will speak to the class on the importance of education, how it affected his choice of occupations, and what types of education are available.

An Armed Forces Recruiter will speak to the class on the types of training and jobs available in the armed forces.

A local employer will speak to the class on the qualities he looks for in a good employee. These will be such qualities as following instructions well, taking initiative, getting along well with others, good health, ability to read and do mathematic calculations.

The principal will speak to the class on what qualities he admires most in a student. These will be citizenship qualities as well as academic qualities. Prearrange with principle to speak to the qualities of Self-starting ability, dependablity, punctuality, following through with a project, getting along well with others, and good health habits.

These speakers will not all visit the classroom in one day, but they will be spread over the course of the unit, the last two coming toward the end of the unit.

(ADH) 7. Students will divide into small groups, and each group will take one of the six divisions of occupations, and make a poster showing the different occupations available in that division, and how much education is required for each of those occupations. This activity could also be used for those students who have extra time available, and need more work to do, or those who show interest.

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(IMO) 8. The book, Just the Thing for Geraldine will be read to the class. This is a picture book about a young oppossum whose parents try to force her into several different activities, which she does not do well, but finally allow her to make an occupation out of that which she enjoys doing and does well. The purpose of this activity is to point out that only the student himself can choose his occupation. It will also illustrated to students that their interests can lead to gaining an occupation.

(OI) 9. The teacher will read She Wanted to Read:Mary McLeod Bethune. This book will demonstrate to students how, with personal determination, people in America can achieve almost anything. Other biographies of famous and nonfamous people who accomplished great things and overcame adversity will be placed in the classroom, and children who need more of a challenge will be asked to read these books and report to the class.

(BH) 10. Due to the extreme shortage of career awareness books in school libraries, the teacher should assemble a variety of books for the students to use as resources from the public library. The Messner Company has a series of Career Awareness Books, also Lerner Publications has a series of Early career books. See student references.

ENDING ACTIVITIES:

(ADC) 1. Play the game "What's My Line?", where students must ask open-ended questions to find out the occupation of the person who has the floor. First, write occupation on slips of paper, enough for one for each student. Next, one student will choose a slip of paper. The remaining students will raise their hands and volunteer to question the speaker on his/her occupation. The questioners must ask open-ended questions, and the speaker may answer with any information except what is on the paper.

(AFIMO) 2. The teacher will review the information covered in the unit on personal attributes and how recognizing them helps to choose an occupation, about the qualities of a good worker, the freedom to choose an occupation one likes, how education give one more choices of occupation and the importance of setting goals and revising them. The teacher will remind the students that with determination they can achieve what they want out of life.

(BDGHJ) 3. Students will role play their chosen occupation, and answer questions from other students.

(EDKLMA) 4. Students will take teacher-made test.

EVALUATION PROCEDURES

The students will be evaluated by the following criteria:

(BD)
1. The student will give an oral presentation on a chosen occupation. The student must name at least one personal attribute for that occupation, s/he must state the amount of education or training needed for that occupation, and the student must name one goal a person aspiring to that occupation should set for him/her self. For the written portion of the report, the students will be evaluated on the basis of whether they used at least three sources for their material, and whether they used correct grammar and spelling. The entire activity will be evaluated as Outstanding, Satisfactory, or Unsatisfactory, and will comprise 40% of the grade for this unit.

(CG)
2. The student will write open-ended questions. Based on the interview questions the student write, s/he will be evaluated as satisfactory, unsatisfactory, or outstanding. This activity will comprise 10% of the grade for the unit.

(CG)
3. The student will write a formal letter requesting information. Based on the quality of questions asked, correct form of the letter, spelling, and punctuation, the student will receive outstanding, satisfactory, or unsatisfactory for this activity. This will count for 10% of the grade for the unit.

(EDKLMA)
4. The student will take the teacher made test, and respond appropriately for at least ten of the twenty-one points.
21 to 17 points---Outstanding
16 to 10 points-- Satisfactory
Below 10 points--Unsatisfactory

The grade for this test will count as 30% of the Unit grade.

(KMI)
5. Teacher observation of interest and participation will count as 10% of the grade.
--Very interested, participates greatly, asks open-ended questions--Outstanding
--Moderately interested, participation average--Satisfactory
--Apathetic, no participation--Unsatisfactory

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Outstanding will receive 5 points multiplied by 4 if activity is 40% of grade, 5 points multiplied by 3 if activity is 30 % of grade, and 5 points if the activity is worth 10% of grade.

Satisfactory will receive 3 points multiplied by 4 if activity is 50% of grade, 3 points multiplied by 3 if activity is 30% of grade, and 3 points for the activities that are 10% of grade.

Unsatisfactory will receive no points.

Possible points--50

50-41 points--Outstanding Unit work

40-25 points--Satisfactory Unit work

below 25--Unsatisfactory Unit work

Teacher Made Test

(E)

1. John Smith has set goals for himself. Here are a list of his goals:
   1) To finish all homework by suppertime.
   2) To bring math grade from C to B by the next grading period.
   3) Wash face and hands twice a day.

In two months,John had become successful with goals 1 and 2, but he still had not succeeded at goal 3. Write three new goals for John which also revise his old goals. (3 points)

1.
2.
3.

(D)

2. I wish to find an occupation in the social field.
   a) Name one personal attribute that I have.
   b) Name one occupation I could be suited for.
   c) Name the education required for that occupation. (3 points)

1.
2.
3.

(D)

3. I enjoy building, and I have plenty of strength. I want a job where I can do my work and not have to deal with people much.

a) What occupation am I suited for?
b) How much education do I need?
(2 points)

a.
b.

(K)

4. Name three qualities of a good worker.(3 points)

1.
2.
3.

(E)

5. I am 11 years old, and I want to be a doctor someday. Write three goals for me that I can accomplish this year that will help me become a doctor later. (3 points)

1.
2.
3.

(L)

6. What is one advantage of education when choosing an occupation? (1 point)

(M)

7. What American freedom affects a person's job opportunities? (1 point)

(A)

8. Name 5 personal attributes which affect a person's choice of occupations. (5 points)

1.
2.
3.
4.
5.

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